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Healthy Menus

LIFE ORIENTATION

Grade 4

GOOD HEALTH

Module 1

HEALTHY MENUS

In this module we are going to explore healthy eating habits and look at the menus of different cultural groups.

Activity 1

To prepare traditional mealie porridge [LO 1.1]

A recipe for traditional mealie porridge (for six people).

In South Africa a bowl of delicious unprocessed mealie-meal porridge is just the thing to give you energy for a hard day's work. Drink a glass of fresh milk at breakfast just to make sure that you have enough calcium to keep your teeth and bones strong and healthy while you are still growing.

Here is a recipe for mealie meal porridge that you can make at home, or even at school. The recipe is enough for five cups of mealie meal porridge:

Ingredients:

One cup of mealie meal

Five to six cups of water

A pinch of salt

Method:

Boil the water and add the salt.

Mix the mealie meal with a little cold water.

Add the mealie meal to the boiling water, stirring all the time, until it thickens.

Stir the porridge now and then while it simmers gently. If it gets too thick, you can add a little water.

Serve it with milk and sugar, or some honey to taste.

Hint:

The water can be substituted by milk. This increases the nutritional value of the porridge.

Activity 2

To make a hotbox [LO 1.1]

Make a hotbox. It is a clever way of saving electricity.

Requirements:

A sturdy container, e.g. a cardboard box

Two old cushions

An old blanket, newspaper or pieces of material or

bags

A pot that can hold at least one and a half litres of water. It is important that the pot must have a lid that fits tightly.

Ingredients as for the mealie porridge

Method:

Strengthen and insulate the cardboard box on the outside with the old blanket, bag or newspaper.

Put one cushion in the bottom of the box and make a hollow in it.

Bring the mealie porridge (as explained on the previous page) to the boil on a stove plate, primus stove or small fire.

Cover the pot tightly with the lid and put it in the hollow of the cushion in your hotbox.

Put the other cushion on top of the pot.

Put some more newspapers on top of the cushion and fold them in so that the heat will not escape.

After four hours the porridge will be cooked and it will be just the right temperature for eating!

You can also cook samp, dried beans, lentils and

other grains in this way. Just remember to soak it overnight before cooking it.

Did you know that porridge could be cooked in the same way in a hot water (thermos) flask?

Activity 3

To plan a Mother's Day breakfast [LO 1.1]

Group Work

1. Discuss what you have for breakfast. Offer suggestions on how to improve this meal.
2. What is your favourite breakfast?
 1. Design a magazine advertisement for your favourite breakfast porridge. Bear in mind that your target group is school children.
 2. Plan a television advertisement for a new breakfast cereal. Try to make up a "jingle" (short song) to advertise the product.
5. It is Mother's Day and you have to think up a breakfast surprise for a wonderful mother.

Mother's Day breakfast menu:



Evaluate the other group’s porridge:

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|--------------------------|------|--|---------|--|------|--|
| Cooperation | poor | | average | | good | |
| Following instructions | | | | | | |
| Completing an assignment | | | | | | |
| Taste of the porridge | | | | | | |

Comparative table for the method of cooking mealie porridge.

| | | | | | | | | |
|---|--------------|--|------------------------------------|--|--------|--|---------------|--|
| Method of cooking | Primus stove | | Three-legged pot over a small fire | | Hotbox | | Thermos flask | |
| Preparation time (e.g. making the hotbox) | | | | | | | | |
| Cooking time | | | | | | | | |
| How long does it stay | | | | | | | | |

warm?

Tongue
tip test
(Which
porridge
was the
tastiest?)

Activity 4

To compose an advertising jingle for a breakfast cereal [LO 1.1]

In your group decide on a product for which you want to compose a jingle. First discuss the requirements of a jingle.

My assessment of each group's advertising jingle (make a tick in the appropriate column for each group):

| Group | Peer | Average | good |
|-------|------|---------|------|
| | | | |

Assessment

LEARNING OUTCOME 1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

Assessment Standard

We know this when the learner

1.1 investigates menus from various cultures and suggests plans for healthy meals.

What is in your lunchbox?

LIFE ORIENTATION

Grade 4

GOOD HEALTH

Module 2

WHAT IS IN YOUR LUNCH BOX?

Activity 1

To pack a healthy lunch box [LO 1.1]

“Pack” a healthy lunch box, using the list of items in the table on pages 2 and 3. Arrange them according to your order of preference in the Yes and No columns.

Remember, some items might be healthy but they are not necessarily a clever choice for food to take to school.

1. Each group member brings one item for a healthy lunch box and gives a reason for his/her choice.
2. Have a healthy picnic during one lunch break.
3. Make a mega-sandwich. The winner is the person who has the tastiest AND the healthiest sandwich.
 1. Think of children in the community who can't afford to bring any food to school at all. Each learner brings one nourishing item, and together you pack a large container with food parcels to take to the nearest childcare centre with your teacher.

Do on your own:

(i) Are the following foodstuffs healthy or not? Mark them under *Yes* or *No*.

(ii) Arrange the different foods listed below in order of preference from top to bottom in the column *My preferences*.

| Food | Yes | No | My preferences |
|-----------------------------------|-----|----|----------------|
| A whole pineapple | | | |
| A tomato | | | |
| A packet of popcorn | | | |
| A McDonald's burgher | | | |
| A wedge of cheese | | | |
| A Kitkat | | | |
| A cooked mealie (corn on the cob) | | | |
| A tin of Coke | | | |
| A Vienna sausage | | | |
| An uncooked egg | | | |
| A watermelon | | | |
| | | | |

A naartjie

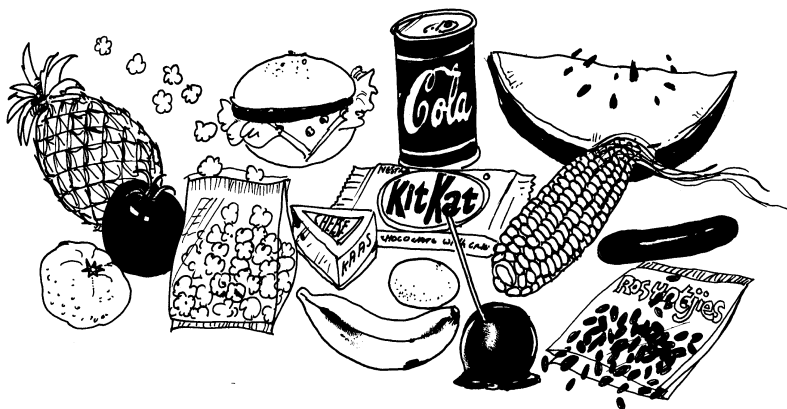
A toffee-

apple

A packet of

raisins

A banana



Activity 2

To make a sketch of a healthy food parcel [LO 1.1]

Make a drawing of a healthy food parcel in the space provided.

Activity 3

To make a sketch of a healthy plate of food [LO 1.1]

Draw a plate filled with the following nourishing foodstuffs: 1 portion of protein, 1 portion of carbohydrates and 2 portions of vegetables (one green and one orange or red).

Activity 4

To prepare pumpkin soup [LO 1.1]

Underline the products in the list below that contain carbohydrates and vitamins, and that can be used to make a nourishing soup:

3 grated carrots

1 cup of water

5 pieces of chocolate

a pinch of salt

a teaspoon of instant coffee

1 cup of diced pumpkin

2 potatoes, cooked and mashed

a pinch of black pepper

2 dessertspoons of orange juice

half a teaspoon of chopped parsley

3 cups of sugar

2 pieces of chewing gum

1 teaspoon of curry powder

The soup can be made at school or at home. Boil all the suitable ingredients over a low heat until all the vegetables are tender. Make sure that the right products are used; otherwise you might end up with a horrible brew. Remember to get your mother's permission before you take any of her supplies!

Activity 5

To play a word game [LO 1.1]

Shuffle the letters to find out which nutritious vegetables John and Miranda like best:

| | | |
|--|--|--|
| | | |
| | | |

| | | |
|-------------|--|--|
| feroliwaluc | | |
| sniepah | | |
| atopot | | |
| torera | | |
| toebeter | | |
| sape | | |

Assessment

LEARNING OUTCOME 1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

Assessment Standard

We know this when the learner

1.1 investigates menus from various cultures and suggests plans for healthy meals.

A healthy environment and Personal Health

LIFE ORIENTATION

Grade 4

GOOD HEALTH

Module 3

A HEALTHY ENVIRONMENT AND PERSONAL HEALTH

Discuss three ways in which nature influences

personal, physical and emotional health.

Be sensible in the sun



We live in a country that is known for its wonderful sunshine. The sun can help you to feel very healthy and it can help your body to produce important vitamins. People also make use of the sun to dry fruit such as peaches, and vegetables such as tomatoes, and in this way these products can be preserved. Scientists use the rays of the sun to generate power that can be used as a substitute for electricity. We call it solar power.

The sun can also cause damage. When people suntan a lot on the beach in the midday heat - say at 12:00 - the skin becomes so badly damaged that they might develop serious skin problems, such as skin cancer. Also, if you exercise very strenuously in the heat of the sun without drinking water, you

would run the risk of dehydrating. Dehydration occurs when the body loses too much moisture, and you feel nauseous and ill. Most plants shrivel up in the hot sun if there isn't enough water.



Activity 1

To design a tourist pamphlet [LO 1.2]

Group work. You have to design a pamphlet for a travel agency in which you tempt foreigners to come to South Africa for a holiday in the sun.

Activity 2

To compile a list of precautions against the sun [LO 1.2]

Make a list of at least five golden rules to which

tourists should adhere when they are on holiday in our sunny country in summer.

Assessment

LEARNING OUTCOME 1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

Assessment Standard

We know this when the learner

1.2 explores and reports on links between a healthy environment and personal health.

Health Rights and Responsibilities for Children

LIFE ORIENTATION

Grade 4

GOOD HEALTH

Module 4

HEALTH RIGHTS AND RESPONSIBILITIES FOR CHILDREN

Health rights that children are entitled to, and the responsibilities that are involved

In South Africa we have a Declaration of Human Rights, which is a “list of rules” which protects the citizens of the country by ensuring that all people are treated fairly.

On page 3 is a list of **rights** to which learners are entitled. A very important aspect of these rules is that learners themselves are also expected to bear certain **responsibilities**. Learners must respect the **rights of other** learners, their teachers and their parents.

Activity 1

To design a poster bearing the health rights of children [LO 1.3]

Your teacher will divide your class into four groups. Two groups make a poster bearing the 12 rights of learners, and the other two groups make a poster bearing the duties of learners. It is important that you should realise that with each right comes a duty. The posters should be of such a standard that they could be exhibited permanently in the classroom as part of the decorative learning material. The list on page 3 contains some advanced concepts that will be explained to you by your teacher. It is very important that you understand the language and content thereof without further simplification on your posters.



(a) The **rights** of learners

1. To be educated and to develop spiritually and physically
2. To be nurtured and guided by adults
3. To be treated fairly and with respect
4. To have access to information
5. To have the opportunity to make a contribution to society
 1. To be in a safe environment in which learning is promoted
7. To develop at one's own pace
8. To aim at the highest standards
 1. To be treated as an individual
 2. To be taught by trained educators

11. To be taught, and to be allowed to speak, in the language of one's choice

12. To be allowed to express one's culture and religious beliefs freely

(b) Responsibilities of learners:

1. To listen, to learn, and to be prepared to be educated

2. To respect and support adults

3. To treat others with dignity and respect and to be sensitive of protecting their rights

4. To allow others, and to help them, to communicate

5. To be taught together with others, and to help them to learn

6. To co-operate with others and to ensure a safe environment

7. To observe, allow for and respect differences in other people

8. To have access to information and to work diligently

9. To respect other people as individuals

10. To be willing to be educated, to co-operate and to listen with concentration

11. To learn to accept other peoples' language differences

12. To be willing to accept other peoples' culture and religious convictions, and to help to protect them

Activity 2

To write a letter about the rights of learners [LO 1.3]

Numbers 1, 2 and 6 of learners' rights and responsibilities are specifically relevant to your safety and health. Your teacher will explain the contents of these three rights and responsibilities to you. You must then write a letter to your teacher (a few sentences) in which you ask to be allowed these three rights, and undertake to fulfil your duties towards your teacher and peers. See the following example:

Dear Miss Williams

Would you please come and tell me something new every day, so that I can become clever? Would you please set an example on how to be friendly and

tolerant towards others? I would be very happy to feel safe and protected within the classroom.

I will try to listen to what you tell me and to be polite and friendly towards you and my classmates every day. I will not bring anything to school that will make other people feel unsafe and threatened.

Have a happy day at school!

Veronica



My letter

Assessment

LEARNING OUTCOME 1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

Assessment Standard

We know this when the learner

1.3 explains children's health rights and responsibilities, and suggests ways in which to apply these in a familiar situation.

Road Safety

LIFE ORIENTATION

Grade 4

GOOD HEALTH

Module 5

ROAD SAFETY

Road safety: Traffic rules for pedestrians and cyclists

We often read about accidents involving scholars on

their way to school either on foot or on their bicycles. Many of these accidents can be prevented if children (and their parents) are familiar with and obey traffic rules.

These are a few of the basic rules that pedestrians must obey

Before crossing the street, first look to your right, then to your left and then to the right again to make sure that there aren't any vehicles approaching and then cross the street.

When crossing a busy street, it should be done at a zebra or stop street, and not just any place.

Cross a street at the zebra pedestrian crossing, or at a school patrol crossing if it is available.

Always walk on the sidewalk and not in the street. Where there isn't a sidewalk or a safety strip alongside the road, walk briskly on the shoulder of the road as far as possible away from the traffic, facing the approaching vehicles (i.e. on the right-hand side).

Be very careful at driveways for vehicles.

Do not play ball games or chase one another near or in a motor road.

A few rules that cyclists must remember

Make sure that your bicycle is roadworthy.

Your bicycle must have a bell.

When you are riding at dusk or in the dark, your bicycle must have a light.

Always wear a crash helmet. It protects your head (and brain) if you fall or are involved in an accident. It could save your life.

Ride as far as possible only along bicycle paths.

Plan your route to school and choose the safest route and not necessarily the shortest route.

Never ride alongside your friend, but ride behind each other.

Give clear and correct hand signals when you want to turn.

Never perform tricks when there is traffic on the road.

Activity 1

To draw a road map for cyclists [LO 1.4]

Draw a road map for cyclists or motorcars of the streets in the immediate vicinity of the school. The

following must be indicated or drawn where applicable:

- The school
- The entrances to the school
- Sidewalks or safe walking areas for pedestrians
- The bus stop or taxi rank
- Scholar patrol crossing
- Zebra pedestrian crossing
- Traffic lights
- Stop streets
- Parking areas
- Bicycle routes
- Bicycle shed
- Traffic official on duty during peak hour traffic

Draw arrows with a green pen or colour pencil to indicate the safest route for pedestrians, and indicate the safest route for cyclists in purple. Red crosses indicate danger zones on the route.

Assessment

| | | | | | | | | |
|---------------------------|---|--|---|--|---|--|---|--|
| | 1 | | 2 | | 3 | | 4 | |
| Correct identification of | | | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| dangerous areas | | | | | | | |
| Accuracy of “map work” | | | | | | | |
| Execution of assignment | | | | | | | |
| Neatness | | | | | | | |
| Additional mark for creativity and originality | | | | | | | |

Assessment

LEARNING OUTCOME 1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

Assessment Standard

We know this when the learner

1.4 lists and explains traffic rules relevant to road

users.

Children's Rights

LIFE ORIENTATION

Grade 4

RIGHTS AND RESPONSIBILITIES

Module 6

CHILDREN'S RIGHTS

Children's rights according to the South African

constitution

In module 4 you made posters on which you wrote the 12 rights and responsibilities of South African children. These posters can be put up in the classroom again. It is even possible that they were so attractive that they were never even taken down!

In the first outcome we focused our attention on the rights that affect the health of our children. Now we are going to discuss all 12 of the rights and responsibilities.

Activity 1

To write children's rights in your own words [LO 2.1]

Rewrite the children's rights in your own words. A dictionary will be helpful if you need to find a synonym (a different word with the same meaning) when you write your own sentence.

Rewrite the children's rights in your own words. A dictionary will be helpful if you need to find a synonym (a different word with the same meaning) when you write your own sentence.

OR

Use your computer skills to produce your own “cool” document. Here you can use all the “desk-top publishing” techniques you know. Finally, print it in colour.

OR

Represent the children’s rights in hieroglyphics (ancient “picture-writing”). Replace some of the words with pictures.

Assessment

LEARNING OUTCOME 2: SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

Assessment Standard

We know this when the learner

2.1 discusses children’s rights and responsibilities as stipulated in the South African Constitution.

Prejudice and Stereotyping

LIFE ORIENTATION

Grade 4

RIGHTS AND RESPONSIBILITIES

Module 7

PREJUDICE AND STEREOTYPING

Prejudice and stereotyping

To start off with, you can look up the words *prejudice* and *stereotyping* in a dictionary.

Activity 1

To read the passages and to identify words that refer to bias, discrimination and stereotypes [LO 2.2]

Read the three passages below and try to find words or actions that reflect prejudice or stereotyping. Underline the relevant words or sentences.

Passage 1:

Sipho Banjwa and Johan van Staden are two Grade 4 learners at Kloof Primary School in Cape Town. They are waiting for the bell to ring for break. Both of them are enthusiastic about sport, and good at the games they play. Sipho is clutching his soccer ball under his arm, while Johan can't wait to start practising his kicks to the posts with his rugby ball.

John: "I can't understand how anyone would want to play soccer. It's such a sissy game!"



what you're talking about. I wouldn't call Lucas Radebe a sissy! In any case, rugby is just a game for a bunch of *hairy back boertjies* who like kicking out each other's teeth and stampeding up and down the field. Their greatest fun is trampling their opponents with their massive boots when they're down!"

John: "Stampeding! Trampling! You blacks are the ones who stampede and trample each other at every single soccer match! My father says you're just like a herd of thirsty wildebeest that have got the scent of water."

Sipho: "I challenge you to a game of soccer, Whitey; then we'll see who is a wildebeest and who is a

donkey that can do nothing but kick!”

Passage 2:



Hester and Feziwe are best friends. Every afternoon after school the two girls meet their elder brothers at the cricket pitch to play some exciting cricket for an hour or two. Hester is known for her batting skills and Feziwe can bowl a googly that will impress even Nicky Bojé. The boys know that these girls are two impressive cricket players who know all the rules and techniques of the game off pat.

On Monday during assembly Mr Pretorius announces that all learners who are interested in playing trials for inclusion in the first cricket team,

should hand in their names to him after assembly. Hester and Feziwe are thrilled. Greatly excited, they exchange knowing looks. Not one of the boys in the under twelve team is a match for them. There are a few under thirteens who might be a bit of a challenge, but they aren't afraid of competing with them. After assembly they are the first to approach Mr Pretorius. **Mr Pretorius:** "Yes, what can I do for you girls? Please keep it short, because I have to speak to the cricket boys now." **Hester:** "But sir, that's what we're here for – to hand in our names for the cricket trials." **Mr Pretorius:** "Oh, come on now, Girlie, you must be joking! Where on earth have you heard of a **lady** who can lift a cricket bat or who can throw a cricket ball further than a metre!" **Feziwe:** "Sir, but you have never even seen Hester batting. She'll be far better than Jan Vermeulen!" **Mr Pretorius:** "You girlies are wasting my time! Go play with your dolls and bake some cookies in the kitchen, but don't come to me with such nonsense. Cricket is a sport for men alone!"

Passage 3:

It's Friday. During break, Janine and Faith talk about the coming weekend. Janine is glum. **Janine:** "This is the umpteenth weekend that we are saddled with my grandmother. The old lady is forever being carted along wherever we go, and she always comes to Pringle Bay with us. She spoils our fun all the

time. Old people are all such prudish wet blankets!”



Faith: “Hey! I’m mad about my granny. She tells us the most fantastic stories from the past, and she invariably has some surprise for us. When we’re blue she’s always got a sweet or something nice to cheer us up with.”

Janine: “Well, I’ve never heard of that kind of grandmother. As far as I’m concerned, they can put away all the old people in old-age homes, so that they can stay out of our lives, because all they do is moan about everything. The old fogeys are worth nothing to society anyway!”

Faith: “Now you’re just being stupid. Just a few days ago I read something about Michelangelo on the Internet. Did you know that he created his greatest work of art after he turned 70? Einstein

formulated some of his most important theories when he was 80. Oh no! I think you'd better change your attitude towards that dear old granny of yours. You'll be surprised to know what she can still teach you!"

Assessment

LEARNING OUTCOME 2: SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

Assessment Standard

We know this when the learner

2.2 identifies and explains stereotype, discrimination and bias.

The relationship between adults and children

LIFE ORIENTATION

Grade 4

RIGHTS AND RESPONSIBILITIES

Module 8

THE RELATIONSHIP BETWEEN ADULTS AND CHILDREN

The relationship between adults and children within various cultural concepts

Activity 1

To compare the relationship between elders and children in a variety of situations [LO 2.3]

Your environment

Below we have a list of symbols. Each of them represents a person. In the first group persons in your household or abode (home) are represented. The second group of symbols represent persons in your school environment, and in the third group people you see at church are represented.

Page 4 is a work sheet. Draw a square, a circle and a triangle round the three figures. Your task is as follows:

Take a close look at the symbols in the first group (home). Then select only those that represent people living with you and redraw their symbols in the square on page 4.

Also check the symbols in the second group (school) and select those that represent persons that you

encounter at school. Draw their symbols in the circle.

Lastly, select the applicable symbols from the third group (church) and redraw them in the triangle.

You may draw a larger symbol of a person that is very special to you to.

1. My home or abode (square)

I

Father or male head of the house

Mother or female head of the house

Elder brother/stepbrother

Second eldest brother

Third brother

Fourth brother

Eldest sister/stepsister

Second eldest sister

Third sister

Fourth sister

Grandfather or older male person in the house

Grandmother or older female person in the house

Most important pet

Other person in the house (identify, e.g. boarder, uncle or aunt, etc.)

2.The school (circle)

I

Principal

Class teacher

My favourite teacher

A teacher I don't really like

The learner in the class/school I like the least

My best friend

Second best friend

Third best friend

A learner who makes school very unpleasant for me

Another person (identify)

3. My church or spiritual community (triangle)

I

Supreme power/God/Allah

Spiritual leader

Someone who plays an important role (identify)

Home

School

Church

Assessment

LEARNING OUTCOME 2: SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional

rights and responsibilities, and to show an understanding of diverse cultures and religions.

Assessment Standard

We know this when the learner

2.3 compares the relationship between elders and children in a variety of situations in different cultural contexts.

Moral lessons from folklore

LIFE ORIENTATION

Grade 4

RIGHTS AND RESPONSIBILITIES

Module 9

MORAL LESSONS FROM FOLKLORE

Moral lessons from South African narratives/

folklore

The following two stories are shortened versions of stories from *Die Madiba Boek* Tafelberg; 2002. This is a book containing Nelson Mandela's favourite children's stories. Learners read the two beautiful stories and try to determine the message conveyed by the stories.

1. The snake chief (Zulu) (Steadfastness and courage) p.26

Bonakele, a poor widow with only one daughter, worked very hard to survive. She planted maize to live on but also collected edible wild plants such as umdoni berries to eat. When she had lots of berries, she exchanged them for dried goat's meat or amasi. One day, while looking for berries, she came across a large snake eating all the berries.

"Oh no, Snake," she said, "how am I going to get meat for my daughter and me if you eat all the berries?"

Snake knew Bonakele was frightened, so he made her a cunning offer: "I'll let you pick a basketful of berries in exchange for your daughter." Bonakele agreed and picked her basketful of berries. But as she walked away, she realised what she had done. She decided to outwit Snake and to go home in a roundabout way so that Snake could not find out where she and her daughter lived.

Bonakele was in such a hurry that she didn't notice a purple berry falling from her basket every so often.

When Snake had eaten enough, he decided to go to claim his payment. Because of all the berries that had fallen from Bonakele's basket, it was very easy for him to follow her. Shortly after Bonakele had told her daughter of the big mistake she had made, Snake slid into their hut.

But Bonakele's daughter was loving and brave: "Mother, a promise must be kept. One's word is one's bond." She brought a kaross for Snake to lie on and poured him a large calabash of amasi.

That night Bonakele was woken up by a deep male voice. A very handsome young man was sitting next to her daughter. The dried skin of the snake was lying next to him on the kaross. Without thinking, Bonakele grabbed the skin and threw it into the fire.

"You have broken the magic spell," said the young man. "A brave girl has acted in an honest way and a foolish woman has burnt my skin." And then he asked if he could marry the girl. They lived a long and happy life together and always had enough food to eat.

1. Musoke's cycling trip to the market (Uganda)
(Good deeds are rewarded)

Musoke lived in a small village outside Kampala. He had just turned ten and felt like a big man - especially because his father had asked him to take the avocados to the market by bicycle that day. He started his journey early in the morning. It was important that the avos did not get bruised. He had hardly crossed the first hill when an old man, Kikyo, gestured to him to stop. "Musoke, my arthritis is killing me today. I wanted to take the hen and eggs to my sister in town. Won't you put her on your bike and take her with you?"

Musoke knew he couldn't really say no to the old man, so he loaded the red hen and eggs on top of the avos in the basket. He had hardly rounded the bend when Bosa stopped him. Bosa had broken his leg and was limping. "Musoke, big man, can't you give me a lift? I have to go to the market but I'm really struggling with my sore leg."

Musoke's legs were sore from peddling and balancing with the extra weight and the eggs that weren't supposed to break. But he felt sorry for Bosa. "OK, get on, but you'll have to be careful, I don't want to fall."

Around the next bend a stone nearly hit him on the head. It was some of Musoke's school friends who were jealous of him riding his bike to the market. Musoke got such a fright that he hit a rock in the road. One of the avos flew out of the basket - and

hit the naughty stone-thrower right between the eyes. He was stunned. “Isn’t it good that I have the avos on my bike. Just look what good ammunition they were,” said Musoke.

Fesito, the second rascal, was very angry and tried to pull Musoke off his bike, but the little red hen furiously bit him on the hand because she was afraid that he would take her eggs. He thought it was a snake, so he screamed and let go of the bike as if it was a hot potato. “Isn’t it good that I picked up Kikyo’s little hen. Look how she protected us!”

Around the last bend Waswa was waiting with a long stick to get at Musoke and his load. However, Bosa stuck out his crutch, cleverly hooked the stick out of Waswa’s hand and sent it sailing through the air. “Isn’t it good that I gave Bosa a lift. Look how bravely he helped me!”

Musoke rode into the market, tired but proud. The avocados, the little hen and eggs, and his passenger all reached their destination safely. If Musoke had not been so helpful, he, his father’s bike and the avocados would still have been lying in the road!

Activity 1

To understand and dramatise the moral lesson in a story [LO 2.4]

Role-playing

Divide the learners into groups and let them dramatise the stories. Three actors are required for the first story. Make puppets from old socks. For the second story at least six actors are required.

Activity 2

To comment on a moral lesson by writing a short paragraph [LO 2.4]

Individual Assignment

Write a short paragraph on the lesson that can be learned from each story.

Consider the following:

When last have you done a good deed of which you can be proud? Try to do something today to make someone's day better.

Assessment

LEARNING OUTCOME 2: SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

Assessment Standard

We know this when the learner

2.4 comments on moral lessons selected from the narratives of a range of cultural groups in South Africa.

Places of worship

LIFE ORIENTATION

Grade 4

RIGHTS AND RESPONSIBILITIES

Module 10

PLACES OF WORSHIP

Places of worship or devotion of various religious groups

Most people need a special place or space where they can feel safe and be quiet on their own. Sometimes we angrily say, “Give me space!” This actually means that someone has invaded our personal space.

The faithful also need a space that feels special, safe or sacred to them. Sometimes one can go to such a place to become quiet or to pray. Sometimes people want to share these special places with other people who share the same beliefs.

Here their spiritual leader can address them and they can practise certain customs or rituals unique to their religion. They can sing or pray together. Often these special places are decorated with works of art or valuable items that indicate that these places are special to that group of people. In times of war, churches, temples and synagogues are often places of shelter.

The table below briefly mentions the type of building, place or city that has a special meaning for these four religious groups.

| Religion | Building of worship | Special city or place |
|----------|---------------------|-----------------------|
| | | |

| | | |
|------------|-----------|------------------------------|
| Christians | church | Bethlehem |
| Catholics | cathedral | Vatican |
| Muslims | mosque | Mecca |
| Hindus | temple | Varanasi or Benares |
| Jews | synagogue | Wailing Wall in Jerusalem |

Activity 1

To write a paragraph on a special place [LO 2.5]

Assignment (individual)

Learners must describe, in a few lines or paragraphs, a place that is special to them. It can be a building, but can also be somewhere in nature. They must also say why it is a special place to them.

Assessment

LEARNING OUTCOME 2: SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an

understanding of diverse cultures and religions.

Assessment Standard

We know this when the learner

2.5 discusses significant places and buildings in a variety of religions.

Know yourself

LIFE ORIENTATION

Grade 4

PERSONAL DEVELOPMENT

Module 11

KNOW YOURSELF

Identifying your own and your friends' strong points and using them to turn problematic situations into

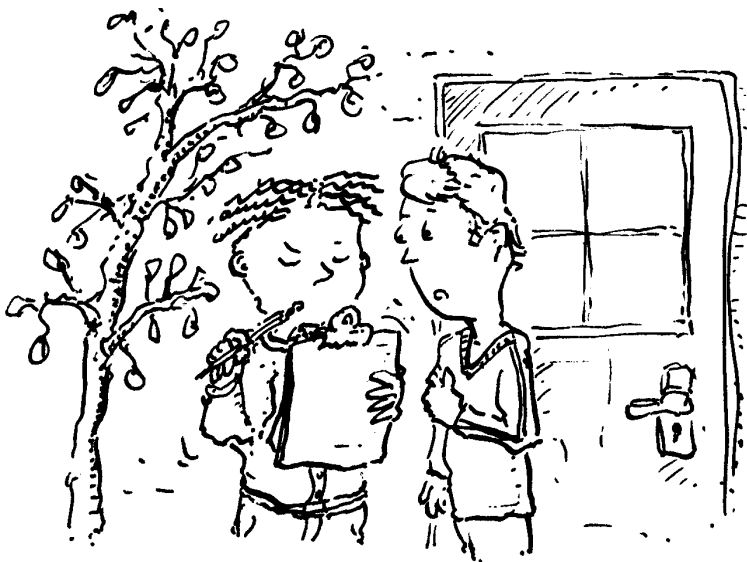
positive learning experiences

Activity 1

To fill in information about yourself in a table
[LO 3.1]

To be done in pairs

1. Use the two tables on page 2 to fill in the relevant information about yourself and your partner, without discussion or comparison. Try to be as honest as possible about yourself, and fair towards your partner.
2. Exchange the tables in which you have evaluated **yourselves**. Explain your answers to each other.



1. Exchange the tables in which you have evaluated your **partner**. Discuss again. Take care not to feel hurt by what has been said about you. Take special note that your partner might have made some positive remarks about you, which you had missed yourself.
2. On your own table: circle your very best achievement/characteristic in pen, and your worst in pencil.
3. Discuss with your partner how you could improve your best as well as your worst characteristic.
4. Write one paragraph about your aim concerning your worst characteristic, and how you plan to change it (e.g. *My worst characteristic trait is that I love to gossip. Every time, instead of saying something negative about another person, I am going to try and say*

something positive).

Example:

| | | |
|-------------|--------------------------------------|---------------------------------------|
| Name: Anne | Best achievement/ character trait | Worst achievement/ character trait |
| ACADEMIC | 75% for English | 42% for Maths |
| SPORT | 3rd in Sprints | Cannot play tennis |
| CULTURE | Member of school choir | Fails piano exam |
| PERSONALITY | Mostly friendly | Loves to gossip |
| APPEARANCE | Shiny hair | Crooked toes |

| | | |
|-------------|-------------------------------------|--------------------------------------|
| | Best achievement/ Characteristic | Worst achievement/ Characteristic |
| ACADEMIC | | |
| SPORT | | |
| CULTURE | | |
| PERSONALITY | | |
| | | |

| | | | | |
|------------|--|--|--|--|
| APPEARANCE | | | | |
|------------|--|--|--|--|

| My partner | Best achievement/ Characteristic | Worst achievement/ Characteristic |
|-------------|-------------------------------------|--------------------------------------|
| ACADEMIC | | |
| SPORT | | |
| CULTURE | | |
| PERSONALITY | | |
| APPEARANCE | | |

My worst characteristic/achievement is

Assessment

LEARNING OUTCOME 3: PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment Standard

We know this when the learner

3.1 identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences.

Respect for others

LIFE ORIENTATION

Grade 4

PERSONAL DEVELOPMENT

Module 12

RESPECT FOR OTHERS

Respect for other peoples' bodies, and recognising and dealing with the feelings (emotions) of others.

Activity 1

To explain why other people's bodies should be respected [LO 3.2]

Work on your own. Read the sentences that follow.

- Mark at the end of each statement to indicate if you strongly agree (II), agree more or less (□), or do not agree (□).

The body is a temple of God.

The body houses the soul.

Each person has his/her personal space.

Treat others as you would treat yourself.

I have the right to take revenge if someone has treated me badly.

I can respect another person's body, even if I do not respect my own.

It is difficult to know how another person really feels.

I must have the same respect for someone else as I have for myself.

It is a good thing to relieve your anger by attacking someone physically.

I may say “NO” whenever somebody touches my body in a way that makes me feel uncomfortable.
.....

I am responsible for my own body.

- In the sentences above, underline (or highlight) the one that you agree most strongly upon. Write in one sentence why you feel that way:
- Make another (□) in the column opposite the sentence that you disagree most upon. Motivate why you feel so strongly about it.

Activity 2

To interpret the emotions of others [LO 3.3]

Group work:

Divide into groups of about five members each.

Each group receives one large sheet of paper. Appoint one group member to do the writing. Mark the front of the paper “A”, and the reverse side “B”.

1. Group members take turns to say what made him/her feel most happy during the past week. The scribe writes this down on side A.
2. On side B is written what has made each one feel most unhappy during the past week.
3. Group members discuss the happy experiences mentioned on side A and share their positive feelings with one another.
4. The unpleasant experiences are then discussed. See if you can offer one another some good advice to feel better about these bad experiences.
5. Groups report back to the class. One learner from each group briefly states what kind of experiences made their group feel happy and unhappy.

Dealing with conflict situations successfully

Activity 3

To solve conflict situations [LO 3.4]

(Conflict: when people disagree)

Let's form groups and role-play a situation. The following conflict situations are written down on scraps of paper, and placed in a paper bag. Each group leader draws one subject from the bag. Groups then have 15 minutes to work out a short scene, depicting the situation. At the end of each scene the conflict situation must be solved.

You and your brother or sister wants to watch different TV programs at the same time. Mum and Dad also have something to say about this.

Two learners in class have cheated in the test by writing answers on a scrap of paper. The teacher finds the letter. The whole class must now stay after school until the guilty parties come forward.



Guy Fakes Day is approaching. Some of the learners in your class want to arrange for a fireworks display that night. Others feel there are too many risks

involved. One person feels very strongly about how it might affect animals in the neighbourhood.

A few friends have been forming a “clique” over the past year. A new learner has joined your class, and it seems that while half of the clique wants the new learner to join them, the other half strongly disagrees.

There is one park in your neighbourhood. One Saturday afternoon a group of black children want to play soccer there, while a group of white children want to play cricket at the same time.

Positive learning experiences in group work

(This is a fun group work session. If possible, at least two continuous periods must be set aside for this purpose. Preparation and planning in advance is a necessity.

Activity 3

To tackle a project [LO 3.5]

Project Kyalami

The class is divided into two groups of the same

size. It is important for the groups to be the same, e.g. the same number of boys and girls in each group. Also try to put big and small learners, as well as sports/culture-oriented learners, in each group.

The assignment:

Build a racing car (or rather a racing cart) that has the following features:

- It must have at least one wheel.
- It must have a number plate.
- It must have enough room for one person.
- The cart must be pushed or pulled by at least two people.
- No real engines or petrol-driven vehicles are allowed.
- (Learners may bring objects and materials from home, but the ‘cart’ must be built by the team at school.
- **Also :**
- Each team must have a ‘mascot’.
- Each team must have a slogan.
- Each member of the team must play an active role in the Kyalami project.
- Originality and creativity are very important.

The race :

- All the carts and team members must line up at the start.

- The teacher blows a whistle and all the competitors start at the same time.
- Each cart must be pushed or pulled at least 80 metres to the finish.

Allocation of points

- The cart that crosses the finish first with its passenger and “cart-horses”, gets 10 points, second 8 points, third 6 points, etc.
- Two points are awarded for the most original cart.
- Two points are awarded for the best slogan.
- Four points are awarded for the team with the best team spirit.
- One point is awarded for the best number plate.
- One point is awarded for the most original mascot.

Other hints:

- Try to think of a nice prize for the winning team, e.g. half an hour off school, or a can of cold drink each.
- If the carts are really nice, arrange for someone from the local newspaper to photograph them.
- Arrange for other class groups to be spectators to cheer on the racers.
- Ask the principal to be the starter.

The lesson after the race:

Complete the following as a team:

Our team's best character trait

.....

Our team's worst character trait

.....

Did one member act as team leader?

.....

Did each member make a contribution?

.....

Was there any negative behaviour

against one another, or against other teams?

.....

If we organise such a project again, will we

do it in the same way? If not, what will we do

differently?

.....

Was it a pleasant team activity?

.....

Assessment

LEARNING OUTCOME 3: PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment Standard

We know this when the learner

3.2 explains why other persons' bodies should be respected;

3.3 considers and interprets the emotions of others;

3.4 demonstrates the ability to select and apply useful responses in conflict situations;

3.5 reflects on and learns from own personal experience of working in a group.

Study methods and homework

LIFE ORIENTATION

Grade 4

PERSONAL DEVELOPMENT

MODULE 13

STUDY METHODS AND HOMEWORK

Study methods

Activity 1

To have a discussion on the importance of homework [LO 3.6]

Have a brainstorming session on the value of homework.

Each group reports back and has a general class discussion on the matter.



A short debate “for” and “against” homework may follow on or replace this activity.

Activity 2

To complete a questionnaire on homework [LO

Individual Assignment

Complete the questionnaire by marking the appropriate squares. Be absolutely honest. Then work out your personal score:

| | A) Often | B) Sometimes | C) Never |
|--|----------|--------------|----------|
| 1. Do you write down your homework carefully in class? | | | |
| 1. Do you make sure that you have packed all your books for the following school day? | | | |
| 1. Do you plan how much time you are going to spend on each assignment before you start your homework? | | | |
| 1. Do you check the dates for handing in homework in your homework book before you start? | | | |
| 1. Do you have a problem to get started? | | | |
| 1. Do you watch TV while you do your homework? | | | |
| 1. Do you allow all kinds of things to distract | | | |

you while you are busy doing homework?

1. Do you procrastinate your homework until the last minute?

1. Do you ask someone for help if you get stuck?

1. Do you check your work before handing it in?

1. Do you ask somebody to test your knowledge after having studied for a test?

1. Do you hand in your homework punctually?

Work out your total as follows:

| Question 1 | A = 2 marks | B = 1 mark | C = 0 |
|-------------|-------------|------------|-------|
| Question 2 | A2 | B1 | C0 |
| Question 3 | A2 | B1 | C0 |
| Question 4 | A2 | B1 | C0 |
| Question 5 | A0 | B1 | C2 |
| Question 6 | A0 | B1 | C2 |
| Question 7 | A0 | B1 | C2 |
| Question 8 | A0 | B1 | C2 |
| Question 9 | A0 | B1 | C2 |
| Question 10 | A2 | B1 | C0 |
| | | | |

| | | | |
|-------------|----|----|----|
| Question 11 | A2 | B1 | C0 |
| Question 12 | A2 | B1 | C0 |
| Total: | | | |

What does your personal mark mean?

19-24

You do your homework conscientiously and follow a sound study program. You are well organised. You read your homework assignments attentively and do not waste time by searching for books and other articles. As you plan your time for homework well, you should have enough time to relax and enjoy other activities. If you do not have enough free time, your homework probably takes up too much of your time. Discuss this with your parents or teacher and let them help you to adjust your homework program.

13-18

You follow the correct methods for completing your

homework successfully most of the time, but definitely not all the time. You have to plan your homework time better. Choose better times for doing homework. In this way you will perform better at school and have more quality time for recreation.

Have a good look at those questions on which you have answered “sometimes”, and think about changing them to “often” in future.

0-12

You probably think homework is not important and make no effort to plan your program. You will have to work hard to change your habits. You will also have to see that your attitude towards schoolwork improves. Ask help and guidance from your parents or teacher.

Assessment

LEARNING OUTCOME 3: PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment Standard

We know this when the learner

3.6 applies appropriate study skills.

Fun Games

LIFE ORIENTATION

Grade 4

PHYSICAL DEVELOPMENT AND MOVEMENT

Module 14

FUN GAMES

Fun games for groups: (INVASION GAMES)

Activity 1

To play fun games in groups [LO 4.1]

These games can be played out of doors or, if the weather is bad, in the school hall. (Some of the games have been adapted from the book *Crows and Cranes*, University Publishers, 1987, Justus Potgieter and Jan Malan).

Foxes and geese

The only material needed for this game is one coloured band per group and a whistle for the educator.

Divide the class into groups of 4 - 6 learners.



The groups are called “Geese” and they stand in a single row. The front “Goose” stands with his/her hands on his/her hips and the others place their hands around the waist of the “Goose” in front of

him/her.

The “Goose” who stands last in line puts a coloured band in the waistband of his/her sports shorts. A “Fox” is chosen for each group.

As the game is about to begin, the “fox” stands in front of the row of “geese”.

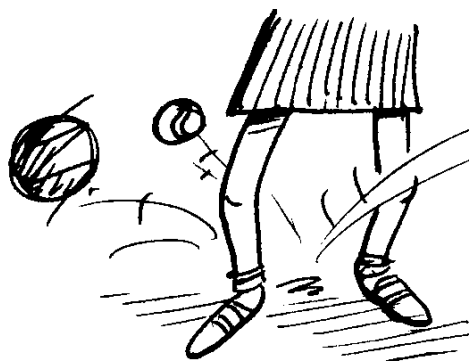
When the educator blows the whistle, the “fox” tries to rob the “geese” of the coloured band.

The “fox” is not allowed to hold onto the “geese” and the “geese” are not allowed to use their hands to ward off the “fox”.

When the “fox” has succeeded in robbing the “geese” of their “tail”, the whole team has to sit down. The group that succeeds in outmanoeuvring the “fox” for the longest period of time is the winner.

Leggie

Material for the game: a cricket or tennis ball for every two groups.



Divide the class into groups of 5 - 10 learners. There must be an equal number of groups.

Two groups stand at a distance of 5 m opposite each other.

Each group tries to roll or throw the ball between the legs of their opponents.

One point is allocated to the one group if an opponent from the other team tries to catch the ball but drops it.

One point is scored each time that the group succeeds in sending the ball through the legs of their opponents.

The team with the highest score at the end of the game is the winner.

Wolf In The Woods

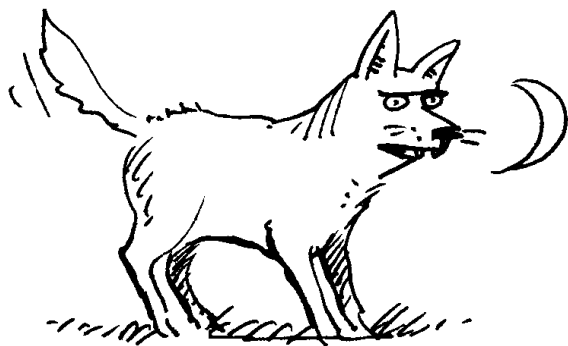
Material: blackboard chalk or a rope to mark off the “house” and the “cave”.

The educator selects a “mother goat” and a “wolf”.

The “mother goat” stands in her house.

The “wolf” stands in his cave.

The “kids” run around freely and gambol in the woods.



When “Mother Goat” calls, “Children, children come home!” all the “kids” must run to the demarcated “house”.

The “wolf” must now try to catch some of the “kids”.

When a “kid” has been caught, he/she has to sit in the “wolf’s” cave.

When the “kids” are safely inside the house, the

“Mother Goat” calls, “Children, children, go play in the woods!” All the remaining “kids” then go to play in the “woods”.

The last remaining “kid” is the winner.

Assessment

LEARNING OUTCOME 3: PERSONAL DEVELOPMENT

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment Standard

We know this when the learner

4.1 participates in a variety of simplified invasion games.

We learn while playing

LIFE ORIENTATION

Grade 4

PHYSICAL DEVELOPMENT AND MOVEMENT

Module 15

WE LEARN WHILE PLAYING

GYMNASTIC EXERCISES FOR BODY CONTROL

Activity 1

To do exercises for body control [LO 4.2]

Locomote: The carnival of the animals

Material: Cassette and CD player with music. (*The Carnival of the Animals* by the composer Saint-Saëns is a good choice.)

When the music starts to play the learners imitate the movements of certain animals.

As soon as the music stops the learners must “freeze” until the music resumes.

Each time that the music starts up again, the learner has to imitate a different animal.

Examples of animals and their movements:

The bear: crawling on all fours.

Trotting horses: the knees are lifted high.

Frog jumping: hop from haunches to arms.



Flying birds: run about flapping the arms.

Rabbit hop: hop about on haunches without touching the ground with the hands.

Learners can be encouraged to create their own animals and movements.

At the end of the exercise the learners or the educator can select the learner who made the most interesting animal movements.

Activity 2

To play a roundabout game [LO 4.2]

Rotate: Roundabout game

Material: Cassette and CD player with music. Any

cheerful rhythmical music is suitable. Examples of slow and fast music can be alternated.

- Learners make a wide circle – at least an arms' length between two learners.
- When the music starts to play the educator calls out one learner's name.
- The learner must immediately perform a rotating movement.
- All the other learners must imitate the movement. Moving non-stop on one spot is also allowed.
- The group must move to the other side whenever the music stops. It is important to keep the circle intact.

Examples of rotation motion:

- The windmill: Swing the arms up and down whilst turning all the time.
- The top: Spin rapidly.
- The rocking horse: Lie on your stomach. Clasp the ankles with the hands so that your back is bent (you are like a boat) and sway backwards and forwards.



- The cradle: Sit with your knees bent and clasp your legs tightly with both arms. Sway forwards and backwards as far as possible.

Encourage creative movements but stop uncontrolled wild movements that can cause injuries immediately.

Activity 2

To perform circus stunts [LO 4.2]

Elevate: Circus stunts/positions

- Divide the learners into pairs.
- Learners are given three minutes to work out a circus position.
- During the stunt neither of the two learners may touch the ground with any part of the

body.

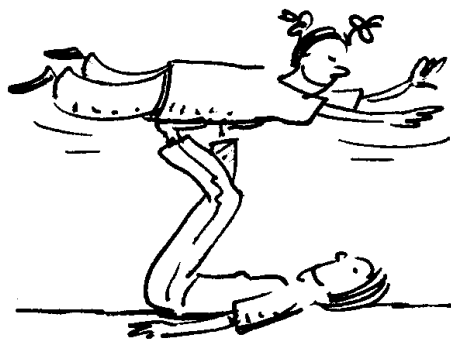
- Learners must create a name for their position.
- After three minutes each pair is given a chance to demonstrate their position/stunt to the rest of the class. The class then votes for the best/funniest/most interesting position or stunt.

Examples of circus stunts/positions:

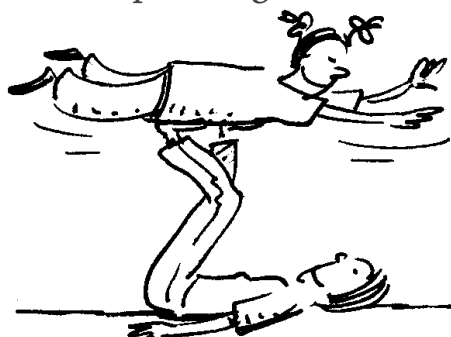
The double crab position: Learner A stands on all fours in an inverted position (i.e. with the abdomen facing the sky) and learner B stands in the same position but with his/her feet on learner A's knees and his/her hands on B's shoulders.



The double-decker bus position: Learner A stands on the ground on all fours and learner B on all fours with his/her knees on A's back and his/her hands on learner A's shoulders.



The helicopter position: Learner A lies on his back with his/her legs in the air. Learner B lies with his/her abdomen on learner A's feet while stretching the body and with arms pointing forwards.



Activity 3

To perform balancing acts [LO 4.2]

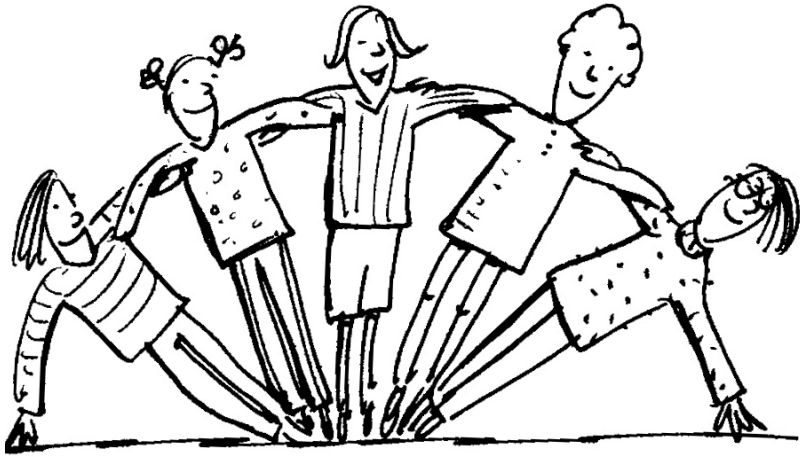
Balance: Pyramids

- Learners are divided into groups of 3 - 5.

- Learners must think of a pyramid position in which balancing plays an important part.
- Groups are allowed five minutes to plan and execute a position.
- Each group has a chance to display their pyramid.
- Marks out of ten can be allocated by the learners or the teacher.

Examples of possible pyramid positions:

- Two learners stand on all fours with the soles of their feet touching. The third learner balances by standing with one foot on the backs of each of the other two learners, and stretching his/her arms towards the sky.
- Five learners balance in a fanned out position with their feet touching. Learners one and five touch the ground with one hand. The group form a “protractor” with the ground.



Assessment

LEARNING OUTCOME 4: PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that

promote movement and physical development.

Assessment Standard

We know this when the learner

4.2 demonstrates different ways to locomote, rotate, elevate and balance, using various parts of the body, with control.

Basic Skill Exercises

LIFE ORIENTATION

Grade 4

PHYSICAL DEVELOPMENT AND MOVEMENT

Module 16

BASIC SKILL EXERCISES

BASIC ATHLETICS AND FIELD EVENT SKILLS

(Some of these activities have been adapted from the book: *The Lesson in Physical Education*, H.E.K. McEwan, Maskew Miller Longman, 1980.)

Activity 1

To perform basic field event skills [LO 4.3]

These activities can be carried out easily, both in the school hall or out of doors, by a class that has been divided into groups.

Crouching sprinting take-off

Material: Blackboard chalk

The teacher appoints one learner as starter.

The other learners, in groups of 5 or 6, take up position behind a chalked line.

When the starter says, “On your marks”, they crouch down behind the line.

On the command, “Go!” they sprint to the other end of the hall.

Activity 2

To perform basic field event skills [LO 4.3]

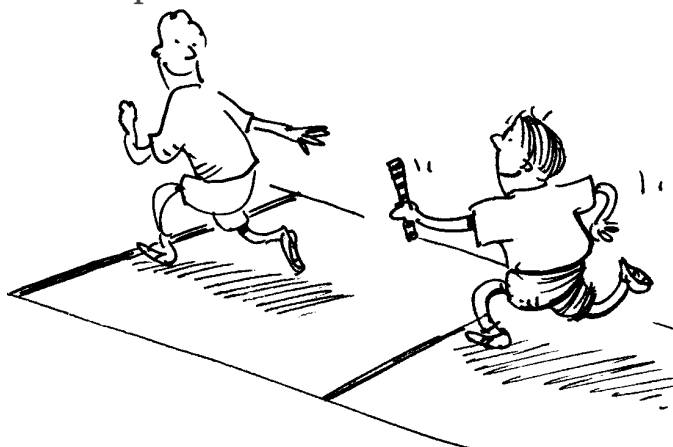
Relay training runs

Material: Blackboard chalk, stopwatch (optional).

Learners work together in groups of three.

The teacher draws two parallel lines one metre apart on both sides of the available training area.

Learner 1 takes off from a crouching sprinting position and sprints from one line to the other.



When he/she reaches the line, learner 2 takes off (from a standing position) and sprints back to learner 1's original position.

Learner 3 takes off from the position as soon as learner 2 reaches him/her.

For assessment purposes the teacher can take the learners' time with a stopwatch.

Activity 3

To perform basic field event skills [LO 4.3]

Speed training

Material: Bricks or markers (two per team), stopwatch

Pack pyramids with bricks or markers two metres apart.

Divide the class into equal teams of about eight learners.

Team members run twice around the markers in pairs.

The educator takes the time with a stopwatch.

The team that completes its rounds in the shortest time is the winner.

Activity 4

To perform basic field event skills [LO 4.3]

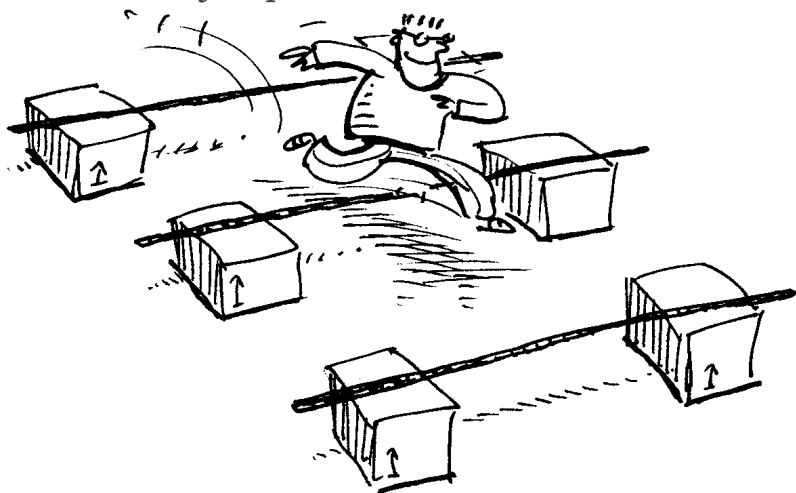
Hurdles/obstacle training

Material: Four sets of bricks and four sticks (1,5 m long) per group, stopwatch.

Build a set of four hurdles with bricks and sticks that are placed equidistantly.

The hurdles must become gradually higher.

The class is divided into equal groups. Each group is given the chance to jump the hurdles one by one. It must be pointed out to the learners that they must “run” and not jump over the hurdles.



The team that completes the circuit in the shortest time is the winner. Learners who jump and do not run over the hurdles, cause their team to be disqualified.

Activity 5

To perform basic field event skills [LO 4.3]

Shot-put with beanbags

Material: Measuring-tape, blackboard chalk, a number of beanbags or sandbags

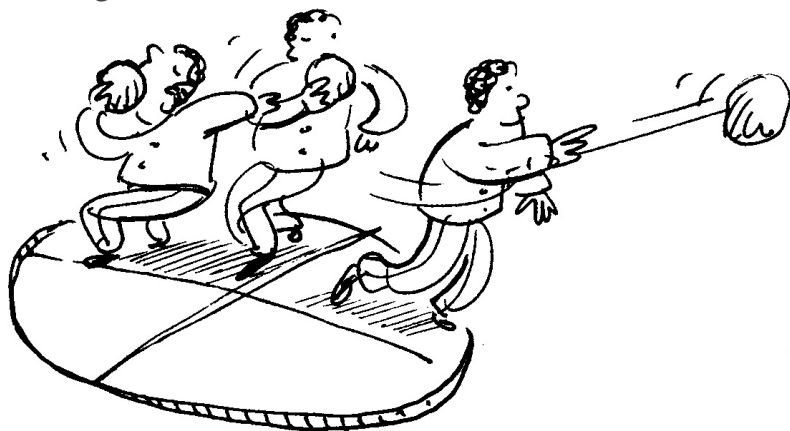
The teacher draws a circle with a diameter of 2 m and divides it up into quarters.

Each learner is given a chance to throw the beanbag using a strong “pushing” motion along the line of the chin.

The learner starts at the “6:00” line and throws the bag with a pulling-gliding movement out of the circle at the “12:00” mark.

It is important to emphasise the movement of the left foot along the diameter.

(Sandbags can also be used for this exercise.)



THE RUSSIAN TROIKA: A RHYTHMIC POSTURE DANCE

Activity 6

To perform a Russian dance [LO 4.4]

Lively marching music is suitable for this dance.
(Troika is the Russian word for a three-horse sleigh.)

Material: Cassette and CD player with suitable music, beanbag or book per learner (optional), scarves or handkerchiefs (optional)

Learners are placed in threes in a star formation.
They look to the right.

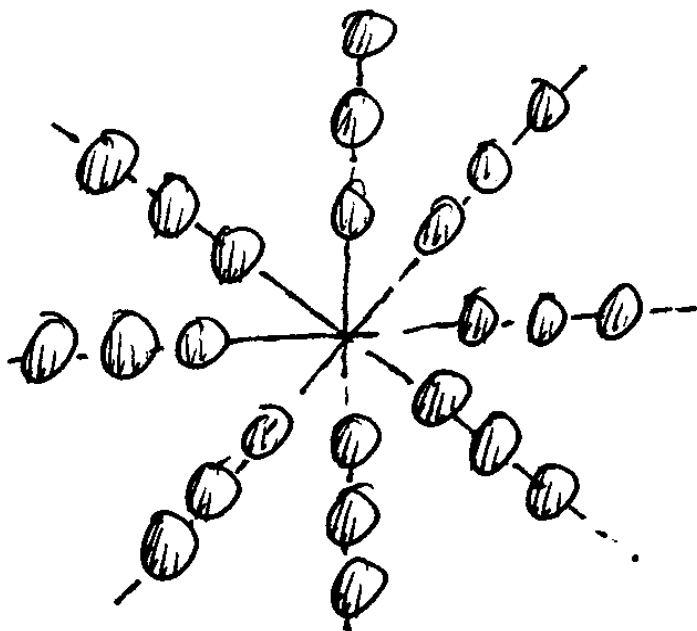
The learners run “pony style”, lifting their knees high towards the chin, their backs straight and their heads held high.

Learners place their hands on each other’s shoulders. Their arms must be straight.

The following steps are executed:

When the music starts, the teacher counts “1,2,3,4” to the beat of the music.

Starting on the right foot, the learners lightly “trot” forward together, to the beat of the music. When the teacher counts “1,2,3, turn” the learners lift their hands from each other’s shoulders and turn around sharply. They again put their hands on each other’s shoulders. This movement must be executed quickly and effortlessly without breaking the rhythm of the movement. They now “trot” in the opposite direction without losing the beat of the music.



This dance can also be expanded: the learner in the middle can follow an arch with his/her arms, or learners can dance with beanbags on their heads to emphasise the posture of the body. Scarves or kerchiefs can be held instead of placing the hands on their friends' shoulders.

Assessment

LEARNING OUTCOME 4: PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

Assessment Standard

We know this when the learner

- demonstrates basic field and track athletics techniques;

4.4 performs rhythmic movements with awareness of posture.

Safety in the water

LIFE ORIENTATION

Grade 4

PHYSICAL DEVELOPMENT AND MOVEMENT

Module 17

SAFETY IN THE WATER

Safety In The Water

Activity 1

To be familiar with the contents of a newspaper article [LO 4.5]

Group Activity

Read the following translated extract from the *KleinBurger* of 26 August 2002:

PREVENT ACCIDENTS AT HOME

Accidents involving children like you only happen far from home. Wrong!

Approximately 75% of the accidents that could possibly happen to you, happen in and around the home. About ten children younger than 15 die every day as a result of car accidents, drowning, poisoning, burning and violence.

Sorry about this dreadful news. But how else can you be made aware of the facts? CAPFSA (Child Accident Prevention Foundation) set aside a week per year to make these shocking facts known to the public so that everyone can make an effort to

prevent this unacceptably high incidence of accidents and fatalities.

Your safety has nothing to do with luck. There are certain rules that you and your parents must take seriously and must adhere to.

You possibly have to look after your younger brothers and sisters when your parents go out. The information and hints given to *KleinBurger* by Nelmarie du Toit of CAPFSA are applicable to your own safety and the safety of other children who may be left in your care at times. Put it up in a prominent spot in your home.

Drowning

Happens mostly in rivers, then in dams and then in swimming pools.

Little children must never be left alone in the bath.

Buckets filled with water must not be left in or around the home. These are death traps.

Wounds Caused By Burning

The Red Cross Children's Hospital treats approximately 900 children for burns annually. These accidents SHOULD ACTUALLY NEVER HAVE HAPPENED. Hot liquids such as water, coffee, oil,

tea and other foodstuffs cause the most burns.

When running a bath, always run the cold water first and then the hot water.

Remember that matches, lighters and fire are not toys!

If your clothes should catch fire, stand still, fall to the ground and roll to extinguish the flames.

Should you burn, you can cool the burns for 15 minutes with cold water.

Poisoning

Poisoning is mainly caused by medicines, paraffin and chemicals or detergents used for cleaning purposes that are stored in places where children can easily find them. (Children, you must stop rummaging in your mother's cupboards – *KleinBurger* is sure she has told you time and again that you are not allowed to nose around in certain places! Don't be naughty!)

If there are very young children in the house one must be particularly careful. They open every bottle they lay their hands on.

Poisons should never be stored in the same cupboard as foodstuffs.

Falling

More than 40% of all injuries that are treated at the Red Cross Children's Hospital are the results of falling out of trees, babies that fell after being left alone in high places and children who have fallen from climbing apparatus on the school grounds.

If you would like to read more about children's safety, visit the CAPFSA website at www.altonsa.co.za/childsafe.

Activity 2

To talk as a group about safety measures in water [LO 4.5]

Group Activity:

Form buzz groups and discuss the dangers that water could pose for children.

Now make a list of 10 rules for the prevention of accidents involving water.

Exchange ideas with the other groups.

The class can select the 10 best rules and make a poster containing them.

Put up the poster in the classroom.

Assessment

LEARNING OUTCOME 4: PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

Assessment Standard

We know this when the learner

4.5 identifies dangers and responsible safety measures in and around water.